



[Moorebank High School](#) Newsletter

Principal Ms Vally Grego



### Principal's Report

Term 3 has been a very busy and exciting term at Moorebank High School. We have had numerous success stories that you will read throughout this newsletter. I have given a brief overview below, but I encourage you to read our wonderful student successes through their eyes.

On Saturday 8/9/19 Moorebank High School competed in the Mini Sprint / Pursuit and Sunsprint Challenge at the University of NSW during their open day. We were placed first in the state in the pursuit - junior competition. Congratulations to our year 9 boys: Joseph Jabez, Sarwan Al-Zuhairi, Cletus Desilva, Mathew Lam and Sean Lai. We also achieved second in the State in the Sunsprint Challenge with our Year 10 students: Cassie Jones, James Hutchison, Jaye Fedda and Kai Casas. These students will now compete in the nationals in Tasmania late November/early December. A massive thank you to Stephen Clark (TAS) and Lee Edgecombe (Engineering Consultant and mentor) for all the work they have put into this to support our kids.

Lina Amoor in Year 10 was successful in her nomination of "Secretary for a Day". Secretary for a Day is a government led initiative that allows high school students from across NSW to get together and take an inside look at the workings of the Department of Education through workshops that explore the theme

of Education Week. Only 30 students per year are successful in their nominations; this was a great honour for Lina and an experience that I'm sure she will treasure.

Harry Brotherhood has been awarded the 2019 Aboriginal Student Achievement Award for Leadership, Citizenship and Community Service.

Congratulations to Dillon Lim for Hospitality, Mitchell Russell for Sports Coaching and Ashley Canales for Construction: these students were recipients of the VET rotary awards. Whilst Joshua Chieng - Hospitality Kitchen Operations, Daniel Russell – Sports coaching were recipients of the NSW Education Vocational Education and Training Awards. Again another awesome story - Billy Chi was the top performing student in the HSC trial Electrotechnology VET course.

We also had students representing Australia at international competitions. Congratulations to Ricky Betar who is competing in swimming in London and Annalee Silva who is representing Australia in Samoa for Oz tag.

Further congratulations go to Amy Wong and Teng Wang who achieved a Certificate of Merit from the NSW Schools of Languages in recognition of high achievement in Japanese Beginners and Korean Beginners respectively.

On Tuesday 17th September our year 8 students Amelia Sullivan, Hamna Saleem and Hayden La were awarded first place at the annual AURECON bridge building competition.

Mr Greg Horsley and Mr Ricky Black were recipients of the Principal's Award across the Bankstown, Beverley Hills and Chipping Norton Networks. The citations appear below.

"Ricky Black's exceptional pride in his work and the school. His dedication and commitment to the safety and improvement of the learning environment at MHS is second to none. Ricky's carpentry skills and construction knowledge has allowed the school's teaching and learning environment to maintain a genuine quality standard. Ricky addresses WHS issues immediately having developed an excellent rapport with staff, students, contractors and department officials. The obvious respect given to Ricky by all stakeholders is a credit to his ability to work with all sectors of our community."

"Greg's extensive corporate knowledge and deep understanding of departmental policies and procedures have ensured effective and efficient leadership and management structures to be successfully implemented at MHS. His calm and empathetic demeanour coupled with his outstanding mentoring and coaching skills have resulted in his counsel being sought by students, parents, staff and executive. Greg has led the school through structural and cultural change by focusing on evidence based research that has continued to build staff capacity and ensured that students receive the best educational outcomes whilst at MHS."

We also held a highly successful HSC showcase evening, where our students were able to share with their parents the products of their hard work in IT Timber, Visual Arts, Photography and Music. It was a wonderful night hosted and catered by the CAPA and TAS KLAs.

SRC and our school captains coordinated and ran moving RUOK Day? Junior and Senior assemblies to promote and raise awareness of mental health issues and the importance of looking after yourself and others. Thank you to Mr Moscovis who supported the students in this worthwhile initiative.

I would like to end this report by recognising the tireless work of Dr Susan Griffin and Ms Cassandra Debreczeni in leading community consultation (staff, students and parents) in developing Moorebank High School's guiding Principle. The focus question was "What is Moorebank High School known for?" After extensive feedback the school has established their guiding principle: Positive Relationships. Positive Outcomes.

Vally Grego

Principal







## STATEMENT OF EXCELLENCE

PRESENTED TO

**Billy Chi**

for outstanding achievement:

**Top Performing Student in Trial HSC Exam**  
Electrotechnology (Career Start)  
240 hours

Sonya O'Brien  
Manager Strategic Projects  
TAFE NSW  
Western Sydney

DATE

September 2019



1 - Lina Amoor





## Positive Relationships. Positive Outcomes

Education psychologist Dr Andrew Fuller states that when a person walks into the front of a school, they should know straight away what the school stands for. This statement was raised at a Senior Executive meeting between the Principal and Deputy Principals at the end of Term 2. After honest reflection the



team recognised that this probably was not a statement that could be clearly articulated by our staff, students, parents and community members. Something needed to change.

Throughout Term 3 this question has been the key focus for the Executive team at school. As a team of school leaders we have brainstormed and evaluated where the school is currently at and what we believe makes our school unique. We recognised the need to develop a key principle that would guide our practices at the school. This principle would help inform our decisions about structure, processes, curriculum and practices. It would allow us to decide how to best use our resources and where we needed to allocate future funds. We wanted to create a principle that would create a school culture that is strong, focused and united.

The process of choosing a guiding principle has been well planned and deliberate. The Executive team created a list of statements that reflected potential principles that could lead the school into future success. From here a list of 10 principles were created, the Executive team ranked the statements in order of preference and suggested amendments to the existing statements. A second round of ranking occurred which created a top 5 list of what Moorebank High School could be known for.

At this term's Twilight meeting on 27th August, teachers, parents and student leaders were invited to participate in choosing the final principle. Dr Susan Griffin and Ms Cassie Debreczeni presented the process that had occurred and asked where to from here? The Executive team helped facilitate conversations with staff, parents and students. The discussions were extremely beneficial and allowed key stakeholders to have a say in the future direction of the school. At the conclusion of the meeting, all participants were asked to rank the five principles presented that afternoon. The clear favourite that the school has adopted as its new principle is *Positive Relationships. Positive Outcomes.*

What does this mean now? Staff, students and parents have participated in workshops to flesh out what this statement will look like for Moorebank High School. The Executive are now evaluating this data and developing a process in how our new principle will help direct future directions at Moorebank High School.

How can you be involved? As a student talk to your SRC body as they represent you. As a parent we encourage you to attend our Community Focus Group meetings held the second Monday evening of each month in the school library. This is a principle for the whole school community not just the teachers and school leaders. We look forward to keeping you involved in this process in the future months.











## CAPA FACULTY

### MCOS BAND & CERAMICS PROGRAM

During Term 2 this year, the CAPA faculty continued the successful MCOS initiatives of the Ceramics and Music Band programs with Nuwarra Public School. Ms Edwards & Ms Serisier created an enriching ceramics experience that explored the skills and techniques in creating small ceramic sculptures. The primary schools students had freedom to make their own individually designed masterpieces, all with the assistance of Ms Edwards & Ms Serisier and our expert student leaders/facilitators. The Music Band program focussed on instrumental skill development and during the final weeks, all students collaborated to perform ensemble pieces facilitated by Mr Cardillo-Zallo and Mr MacDonald. MHS student leaders/mentors had an invaluable experience and benefitted from teaching the primary school students the various instruments including keyboard, guitar, drums and vocal.





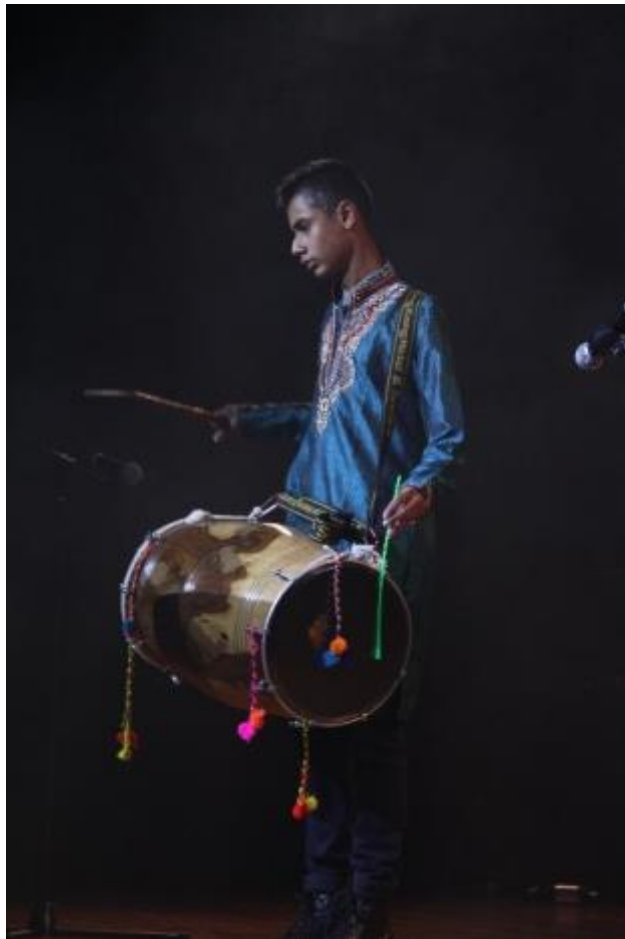




### **MID YEAR CAPA NIGHT – ‘TWIST IT UP’**

During Term 2 in 2019 the CAPA faculty put on a music concert with a range of talented performers including soloists, dance groups, bands and vocalists. The talent on and off the stage was evident with our stage, sound, lighting and photography crew who put in the hard work behind the scenes to make this event such a success. The students at Moorebank High School should be extremely proud of their achievements. CAPA would like to express our thanks to all students who practised tirelessly in preparation for the concert and also to SASS and teacher support, our prefects and most importantly the parents for their ongoing support and encouragement. Events such as CAPA Nights could not occur without the dedication of everyone who takes part in every aspect.

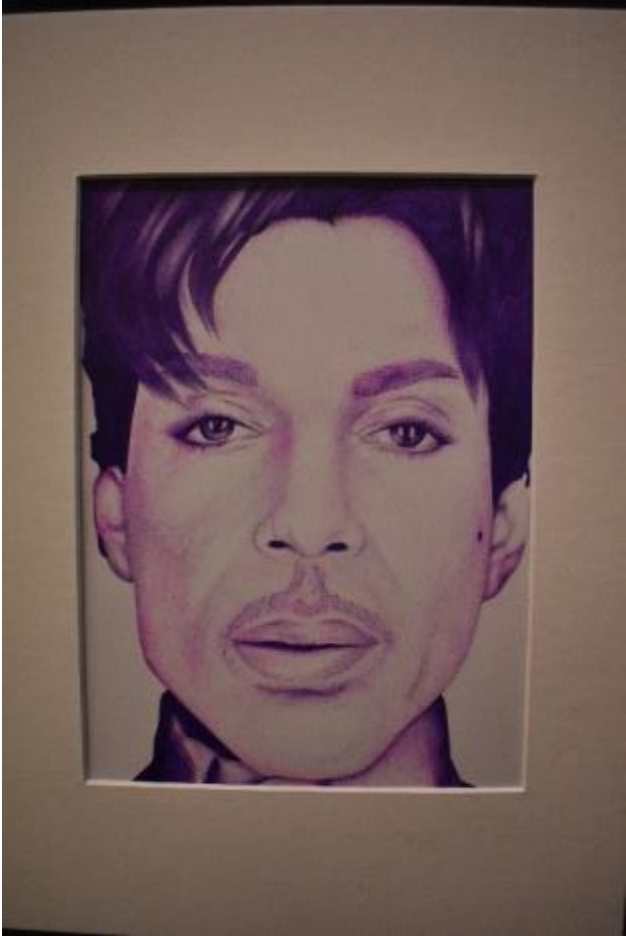






### **HSC SHOWCASE EVENING**

The HSC Senior Showcase Night is a celebration of the Year 12 student achievements through the major projects that they have worked on in the past 12 months. This event acknowledges the students' hard work and dedication and acknowledges the dedication and support given to them by their Year 12 teachers as well as the support of all parents and family members. Once again, our talented students have put on a fantastic show for our traditional annual HSC Showcase evening. This event included an exhibition of the major works from Visual Arts and Industrial Technology. The night concluded with performances by the Year 12 Music students.









## MATHS FACULTY

### *Mathematical investigations*

All the new Mathematics courses in Stage 6 (Year 11 and 12) require students to complete a Mathematical investigation/assignment. NESA has introduced these investigations to allow students to show their ability to apply their Mathematical skills to unfamiliar situations and demonstrate their



knowledge and skills in different ways. In preparation for the changes in Stage 6 assessments, the Mathematics faculty has been working on introducing Mathematics assignments in our junior years.

These assignments are aimed to easily transition the students into senior years and enable them to practice completing assessments in a different form. It has been integrated into our junior programs as extension tasks, which next year are aimed to be introduced to the whole grade as of next year.

This semester our Year 8 students created a perfume bottle ensuring they stayed within the specifications. Students were required to design a perfume bottle that held a capacity between 75 - 200 ml. This hands on activity strengthened the students understanding of volume and capacity while enabling them to tap into their creativity. Another assignment that our Year 10 students completed was a floor plan activity. They were required to research floor plans that fit into the given specifications. Students were given a set budget and they needed to research and compare floor materials to cover their floors. This task provided students with an example of mathematics in the real world and enabled students to calculate cost, compare materials and calculate areas. It also gave the students a perspective and understanding of the expenses of building a house.

### **HSC Minimum Standards Numeracy**

In order to be awarded an HSC, students are required to meet minimum standards in Literacy and Numeracy through the successful completion of an online test. The Mathematics faculty have been working developing Year 10's numeracy skills in Number, Algebra, Measurement, Space, Data and Probability.

Students will have many chances to meet the HSC minimum standard when they are ready via the minimum standard online test. This includes two chances in Year 10, two chances in Year 11, two chances in Year 12 and for a few years after school.

During Term 2, 3 and 4, Year 10 students will sit their first minimum standard online test. To date, all students in Year 10, who have completed the online test have demonstrated minimum standards in Numeracy.

### **How to study for Mathematics?**

As the final assessments approach, we are often asked "how do I study for Maths?" Below are a few tips to help students prepare for any Mathematics assessment.

#### **1. Practice, practice, and more practice!**

Mathematics requires plenty of 'doing', and it's not a subject you can memorise from a textbook the night before a test.

You'll need to understand the logic and processes behind the problems, which comes naturally with practice. It also allows you to identify and work through common errors and mistakes.

Even if you think you understand a particular concept or formula, all your existing knowledge may be thrown when you're faced with a particular problem that is the 'exception to the rule', or is particularly tricky.

You'll need plenty of practice to solve problems, and the more practice you do the better – especially if you never fully understood the basics. If Maths is not a strong subject, speak to your teacher and get more questions to practise, particularly some basics, so you can strengthen your foundations.

## 2. **Do homework**

It goes without saying that homework is very important for maths, as you need to apply what you've learnt.

When it comes to maths homework, it's best not to wait too long so the concepts are still fresh in your mind. If you complete your homework after each class, you will likely find it easier to master the concepts and identify your problem areas.

## 3. **Ask for help**

Never be afraid to ask for help from your teacher. If you are shy or find it difficult to speak up in class, ask your teacher when everyone else starts work or after class. You should never leave class with questions still on your mind. You can also get help from your peers or any other teacher. Sometimes you just need something explained to you in a different way to truly understand it.

Maths is a cumulative subject, meaning you usually need to understand the concepts from the previous lesson before you start a new concept. As soon as you run into a problem you can't fix, ask for help so you can figure it out early before the end of the topic.

## 4. **Believe in yourself**

This might not be a study skill, but the right attitude is very important to being a good maths student. When we tell ourselves from a young age that we're not good at maths or we hear our parents say "I was never good at maths", we can set ourselves up to fail.

By reinforcing this belief that you're not good at maths, or that it's too boring, you're more likely to face maths anxiety, stress and low-confidence, which lead to miserable feelings in class, as well as a low retention rate, and an unwillingness to ask for help to improve your skills.

So tell yourself that this is something you CAN do, believe in yourself, adopt a positive attitude, and you may find that you're not as bad at maths as you first thought!





## Everyday counts

**EVERY DAY COUNTS...**  
A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

*Give your child every chance to succeed...*

**Every day counts!**

**EVERY MINUTE COUNTS...**

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1% weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2% weeks per year	Nearly a year of school
½ hour a day	½ a day of learning a week	4 weeks a year	Nearly 1 ½ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2 ½ years of learning

*Your child's best learning time is at the beginning of the day...*

**Check the time your school starts. DON'T BE LATE!**

## CAREERS NEWS

The past term has been a very busy time in the Careers Department. In week 2, many of our Year 10 students undertook work experience. The feedback from both students and employers was most positive. Student placements were from a wide variety of employment situations including farming, a variety of trades, teaching, defence forces, law and dentist to name just a few. A number of students found the experience so valuable they are planning additional opportunities during term 4. A few lucky

students were even offered permanent employment opportunities as a result of their performance during their placements. Year 9 students should already be starting to think about potential placements for next year.

One of our Year 10 students, Jimmy Pham, was successful in gaining a week's work experience with UNSW Civil Engineering Faculty. To gain such a placement was extremely competitive with hundreds of students from across Sydney applying for 50 places.



Our senior students have attended a number of lunch talks from a variety of speakers including the University of Sydney, Western Sydney University, UTS and the University of Wollongong. Unfortunately a planned talk from TAFE did not proceed due to lack of student interest.

I have recently worked with every Year 9 student to assist them to create resumes to support future applications for part time employment. During term 4 I intend to do the same with all our Year 8 students.

Approximately 110 students from years 10 and 11 attended U Day at Western Sydney University Campbelltown Campus. This day was at no cost to the students (University provided buses to and from the campus) with lunch provided. Students had the option to choose from a variety of sessions they booked online to tailor the day to meet their individual needs. A similar experience during late November will be offered to our Year 11 students at the University of Wollongong's Liverpool Campus.

As Year 12 wind up their school studies, it is most important for them to give careful consideration to their post school destination. I am available for consultation with students and / or parents to assist in this process. Finally I would like to wish all our Year 12 best wishes for their upcoming examinations. It has been a pleasure to work with these students.



### ***SOLAR CAR By - Cassie Jones***

On Saturday the 7th of September, year 9 and 10 students from Moorebank High School competed in the Sun Sprint, Mini Sprint and Pursuit challenge at the University of NSW open day.

The year 9 students Joseph Jabez, Sarwan Al-Zuhairi, Cletus Dsilva, Mathew Lam and Sean Lai competed in the Mini Sprint and the Pursuit challenge. Mr Clark helped these students with the construction of their miniature solar cars. They placed 1st in the state for the Pursuit challenge and walked away with trophies and smiles on their faces.

The year 10 students Cassie Jones, James Hutchison, Jaye Fedda and Kai Casas worked on building 2 cars, named Hammerhead and Wobbegong, to race in the Sun Sprint competition. These students spent every Tuesday afternoon with mentor Lee Edgecombe and Mr Clark to construct their cars. A lot of time, effort, laughter and sticky tape was put into these Solar Cars. The car Wobbegong placed 2nd in the Sun Sprint challenge and these students will now race in the national competition held in Tasmania in late November.

A big thank you to Lee Edgecombe and Mr Clark for giving up their time and knowledge to assist these students in building winning cars.



## GIFTED AND TALENTED STUDENTS

We have an exciting opportunity for parents of gifted children to learn about research-informed strategies to help their child achieve their best on November 8th. This session will be addressing identification, assessment and support of gifted children. If you, or someone you know, would be interested, **click on link below:**

<https://mailchi.mp/unsw/gerric-enevs-july-2609589?e=d552ea5463>